



Cleveland Clinic Lerner College of Medicine

March 2019

# InSight

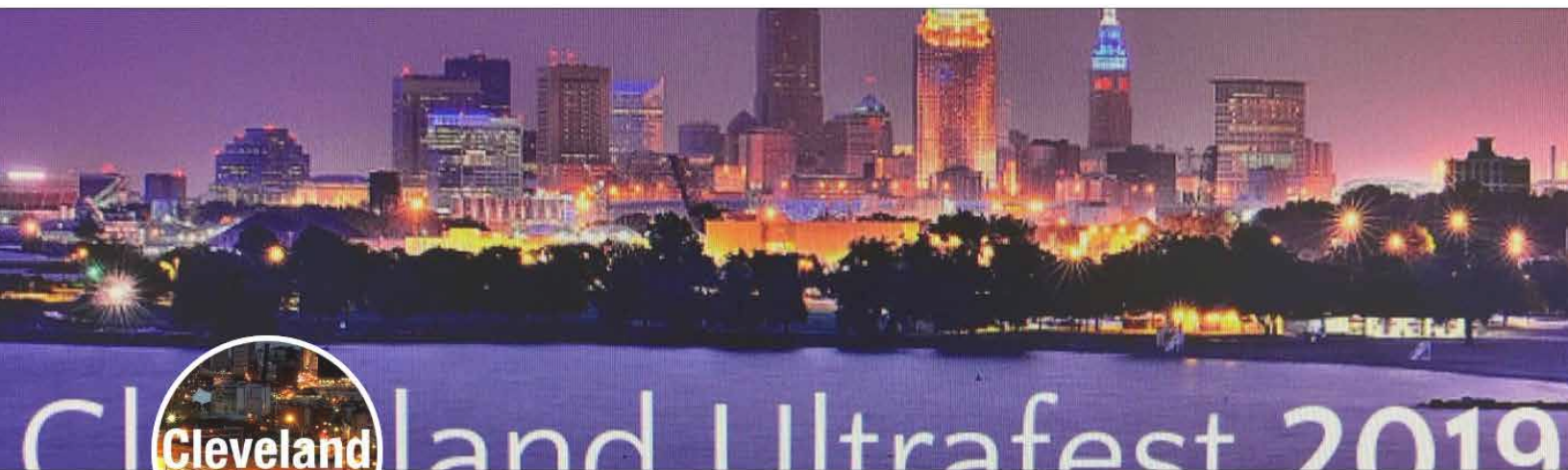
## Student interest group hosts UltraFest Cleveland 2019

On a frigid, blustery January day, dozens of medical, undergraduate and high school students gathered at the Cleveland Clinic Simulation and Advanced Skills Center for a full day of hands-on ultrasound training.

Called UltraFest Cleveland 2019, the event was hosted by the Ultrasound Student Interest groups from both the University and College programs of the CWRU School of Medicine and included not only their fellow

students, but also medical students from the Ohio University Heritage College of Osteopathic Medicine and University of Buffalo Jacobs School of Medicine and Biomedical Sciences. They also opened

>>continued



**Cleveland Med USIG**

@USIGcleveland

Ultrasound Student Interest Group #USIG at Case Western Reserve University and Cleveland Clinic Lerner College of Medicine #POCUS #FOAMus #ultrafestCLE

📍 Cleveland, OH

🌐 [sites.google.com/case.edu/cle-u...](https://sites.google.com/case.edu/cle-u...)

📅 Joined November 2018

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**Creagh Boulger** ❤️💚💙💜 @CreaghB · Feb 7  
 What happens in Vegas stays in Vegas..Except the pride of winning Sonogames! Join US @SAEM19 [saem.org/annual-meeting...](https://saem.org/annual-meeting...)



**#SonoGames18 - Ultrasound Gets Physical**

This is "#SonoGames18 - Ultrasound Gets Physical" by AEUS on Vimeo, the home for high quality videos and the people who love them.

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 1.2K Tweets

# Student interest group hosts **UltraFest Cleveland 2019** continued

the event to undergraduate premedical students from Case Western Reserve and Cleveland State universities, and high school premedical students from Padua Franciscan and St. Ignatius high schools as part of their community service mission.

The training was led by experienced instructors, including faculty, fellows and residents from Cleveland Clinic, University Hospitals and the MetroHealth System, as well as upper-class medical students. Vicki Noble, MD, Vice-chair for Academic Affairs in the Center for Emergency Medicine and an emergency medicine physician with University Hospitals, opened the workshop by introducing the students to point-of-care ultrasound. An internationally renowned ultrasound expert, Dr. Noble highlighted various pathologies that could occur in an emergency department setting.

Students then engaged in hands-on learning at five exam stations:

- Abdominal
- Cardiac
- FAST: Focused Assessment with Sonography in Trauma
- Head and neck
- Central line access

At each station, students learned the relevant anatomy and techniques for scanning and operating the ultrasound machines. They also were introduced to different pathological findings on exam.

## [View photos and tweets from the event.](#)

The event was organized under the guidance of faculty leads for the CCLCM Ultrasound Student Interest Group: Shetal Shah, MD, Assistant Professor of Radiology, and Courtney Smalley, MD, Assistant Professor of Emergency Medicine.

“There’s been a push in emergency medicine for point-of-care ultrasound and to bring ultrasound to the bedside over the past five to ten years,” Dr. Smalley says. “Patients get faster and better quality of care, healthcare costs are better controlled and patient questions about their diagnosis can be answered more quickly.”

According to Dr. Smalley, ultrasound training benefits physicians in all specialties, from critical care medicine and general surgery to family practice and OB/GYN. In fact, emergency medicine trainees require ultrasound training to graduate, and the same will soon

be true for family practice trainees. Every medical student and physician can benefit from this type of teaching.

During lunch, premedical students had the chance to ask questions of a panel of current medical students from the CWRU University and College programs. “We answered questions from the audience about college majors, extracurricular activities, why we chose medicine and how to choose a medical school, among others,” says Spencer Seballos (‘22), one of the student organizers.

Although attendance was lower than expected because of inclement weather, the students who did attend appreciated the smaller groups. Based on survey feedback, the students felt that they learned new skills. Some of the premedical students in attendance volunteered to serve as ultrasound models and help with event setup and teardown, which counted toward their clinical community service hours – a nice bonus.

CWRU is one of fewer than a dozen medical schools in the country to host an UltraFest event. The Ultrasound Student Interest groups used materials from the University of California, Irvine, and The Ohio State University to help

>>continued







# Student interest group hosts UltraFest Cleveland 2019 *continued*

guide how they organized and planned UltraFest. They also received tremendous support from the entire Cleveland Clinic Simulation Center team and the Cleveland Clinic Education Institute.

A veteran of UltraFest events hosted at other medical schools, Dr. Smalley expressed delight at the success of the inaugural Cleveland event. “The students are so motivated. They hit it out of the park. They secured thirty ultrasound machines from vendors, acquired the keynote speaker, recruited student participants and worked closely with the Simulation Center team to organize the event. They arranged for food and secured educational grants. They even organized ultrasound-related games throughout day to keep the learning fun,” she says.

With one UltraFest under their belt, the groups already have their eyes on next year. “We are planning to hold UltraFest again during the next academic year and hope to have even more medical schools and local premedical students participating,” says Spencer.



Vicki Noble, MD



Shetal Shah, MD



Courtney Smalley, MD



Melissa Coronado



Jacob Enders



Carrie Johnson



Jessie Jones



Jatin Narang



Spencer Seballos

The event was organized by the CCLCM and CWRU SOM Ultrasound Interest groups, with the following students leading:

Mike Annunziata  
(University Program '21)

Melissa Coronado ('22)

Anne Drake  
(University Program '21)

Jacob Enders ('23)

Jonathan Hy  
(University Program '21)

Carrie Johnson ('23)

Jessie Jones ('22)

Gordon MacDougall  
(University Program '21)

Jatin Narang ('22)

Max Scher  
(University Program '21)

Spencer Seballos ('22)



## IPE INFLUENCER:

Interprofessional education, or IPE, promises to be a major focus when the new Health Education Campus opens next month. IPE is defined by the Center for the Advancement of Interprofessional Education (CAIPE) as “occasions when two or more professions learn with, from and about each other to improve collaboration and the quality of care.” When healthcare students are prepared to truly work collaboratively, the benefits are many: improved patient outcomes, increased caregiver satisfaction, fewer medical errors, and reduced costs.

In this series, we'll introduce you to the people from CCLCM and CWRU who are leading and influencing the IPE movement.

This month's IPE influencer is Dean Gilmore from the CWRU School of Applied Social Sciences.

# Three Questions

**Grover C. Gilmore, PhD**

*Dean, CWRU School of Applied Social Sciences*

A Case Western Reserve University faculty member since 1975, Grover C. Gilmore, PhD, is the Dean of the Jack, Joseph and Morton Mandel School of Applied Social Sciences and Professor of Psychology and Social Work at the Mandel School. Formerly he served as Associate Dean of the College of Arts and Sciences, Chair of the Psychology Department and Acting Chair of the Department of Statistics. He received his PhD from Johns Hopkins University. Dr. Gilmore received the 1983-84 John S. Diekhoff Award for Distinguished Graduate Teaching from CWRU. He has received more than \$8 million in external funding to support his research in aging, developmental issues and mental health, and he routinely collaborates with colleagues in Biomedical Engineering, Geriatrics, Ophthalmology, Neurology, Pulmonology and Psychiatry.



Grover C. Gilmore, PhD

### 1. What's an example of a professional behavior that's necessary to have to succeed in an IPE environment?

Interprofessional education is a very important initiative for Case Western Reserve University. As the Dean of the Jack, Joseph and Morton Mandel School, I am committed to providing this opportunity to all of our social work students. If done correctly, interprofessional education enables students to learn from, with and about each other. As such, each profession may begin to adopt and understand each other's professional language, culture and scope of practice. Given this naturally occurring dynamic, it is necessary for social workers, as well as other professions, to know the breadth and scope of their own professional boundaries. Adhering to the old adage of “stay in your lane” is a professional behavior necessary to succeed in an interprofessional environment.

### 2. Any myths about social work you'd like to bust?

The field of social work is strongly rooted in the value of promoting social justice. The preamble of the National Association of Social Workers states in part: “Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice.” Given that, there is a long-held presumption that all social workers adhere to a particular political ideology that is more aligned with this sentiment. The reality is that not all social workers are predisposed to a strict liberal ideology. We're all not “tree huggers.” While we all share a common vision toward promoting social justice, we differ greatly in the approach, strategies and policy initiatives to achieve that aim. The profession of social work is quite diverse in many respects. It parallels the diversity that exists within interprofessional teams, yet we all come together for a common purpose.

### 3. What excites you most about IPE?

According to the World Health Organization, closing the gaps associated with the social determinants of health is a primary initiative in the US and around the world. I believe interprofessional education, and practice, will be an exciting tool to better understand and combat the socioeconomic causes of poor health outcomes. Specifically related to social work, we provide our healthcare partners a broader perspective of the environmental causes that undermine good health and offer expertise in leveraging available local, national and global resources to improve access, capacity and compliance, to such. You could say “we provide the why to your what.” Working together, interprofessional teams are able to take a more holistic view of individuals, families, groups and communities we serve.

[Learn more about Dean Grover Gilmore.](#)

# Scholarship in Teaching award winners announced



Congratulations to the Cleveland Clinic awardees of the 2019 Scholarship in Teaching Awards, which will be presented at the annual CWRU School of Medicine Education Retreat on March 19.

These peer-reviewed awards are designed to recognize outstanding educational projects, innovative educational practice and scholarship.

Among the Cleveland Clinic awardees are Lerner College of Medicine students, faculty and alumni. The winners and their project name and description follow.

Rachael Baird ('19)  
 Carol Swetlik ('19)  
 Josephine Volovetz ('19)  
 Catherine Ituarte ('19)  
 Kelly Shibuya ('19)  
 Blair Mitchell-Handley ('19)  
 Brian Schroer, MD, Assistant Professor of Pediatrics  
 Julie Rish, PhD, Assistant Professor of Medicine

**The Observation-Reaction-Feedback Method: A novel tool for providing verbal peer feedback in medical school.** The Observation-Reaction-Feedback method was developed and implemented in the first-year communication skills class at CCLCM to instruct students on how to provide high quality verbal peer feedback.

Jennifer Colvin, MD, PGY 4, General Surgery  
 Xiaoxi (Chelsea) Feng, MD ('12)  
 Jeremy Lipman, MD, Associate Professor of Surgery  
 Judith French, PhD, Assistant Professor of Surgery  
 Vikram Krishnamurthy, MD, Clinical Assistant Professor of Surgery

**QIC: An Interactive, Team-Based Quality Improvement Curriculum for Surgical Residents.** A QI curriculum was developed for general surgery residents to teach the basic terminology and steps involved in QI via interactive, team-based learning in which residents completed QI projects relevant to patient care.

Jessica Donato, MD, Assistant Professor of Medicine

**Fostering Trainee Quality and Patient Safety Interests with the Development of a Quality-Patient Safety Elective.** A one-week nonclinical elective was developed for PGY2 and PGY3 internal medicine residents for advanced education and training in quality improvement and patient safety.

Cory Henson, MD, PGY 5, Pediatric Hospital Medicine Fellowship  
 Sangeeta Krishna, MD, Assistant Professor of Pediatrics  
 Charles Kwon, MD, Clinical Assistant Professor of Pediatrics

**Resident-as-Teacher Learning Series.** A six-session curriculum developed for pediatric residents to develop and enhance their skills as educators utilizing an interactive, workshop style format conducted over three months.

Sandeep Khanna, MD, Clinical Assistant Professor of Anesthesiology  
 Maged Argalious, MD, MBA, MEd, Professor of Anesthesiology

**Transesophageal Echocardiography during Non-Cardiac Surgery: Development of curriculum for post graduate year 2 anesthesia residents.** This project utilizes adult learning theories, experiential learning and self-directed learning to address basic concepts of transesophageal echocardiography and application of this modality in a non-cardiac surgery setting.

Jamal H. Mahar, MD, Clinical Assistant Professor of Medicine  
Mohammad Mohmand, MD, Clinical Assistant Professor of Medicine  
Megan McGervey, MD, PGY 4, Internal Medicine  
Susan Combs Scott, MD, Clinical Assistant Professor of Medicine  
Carlos Isada, MD, Clinical Assistant Professor of Medicine  
Abby Spencer, MD, MS, Assistant Professor of Medicine

**Building a Longitudinal Problem-Based Learning Curriculum during Internal Medicine Residency.** This teaching innovation incorporates problem-based learning strategies in the Internal Medicine Residency Program that may also serve as a guide on how to successfully incorporate problem-based learning in graduate medical education.

Jamal H. Mahar, MD, Clinical Assistant Professor of Medicine  
Cory Chevalier, MD, Assistant Professor of Medicine  
Omar Gutierrez, MD, Clinical Assistant Professor of Medicine  
Bryce Montane, MD, PGY 1, Internal Medicine  
David Savage, MD, PhD, PGY 1, Internal Medicine  
Abby Spencer, MD, MS, Assistant Professor of Medicine

**Building a Longitudinal Clinician-Educator Track for the Internal Medicine Residency Program.** This new longitudinal track promotes the acquisition of skills needed to effectively teach, mentor, evaluate learners, develop new curricula and disseminate scholarly work. The track is designed for residents interested in pursuing a career in academic medicine with a focus on medical education.

Georges Nakhoul, MD, Assistant Professor of Medicine  
Serge Harb, MD, Assistant Professor of Medicine  
Shreya Louis ('22)  
Raoul Wadhwa ('22)  
Cecile Foshee, PhD, Assistant Professor of Medicine  
Michael Lioudis, MD, Assistant Professor of Medicine  
Joseph V. Nally, MD, Clinical Professor of Medicine

**Body Interact (BI):** the application of a virtual patient program into the medical school nephrology curriculum. This educational innovation imbedded a virtual patient interface (Body Interact) to the nephrology curriculum at CCLCM.

Georges Nakhoul, MD, Assistant Professor of Medicine  
Jonathan Taliercio, DO, Assistant Professor of Medicine  
Cecile Foshee, PhD, Assistant Professor of Medicine

**Anemia of renal disease: An online approach to outpatient nephrology.** This educational project consisted of building an online module to teach nephrology fellows the topic of renal anemia.

Georges Nakhoul, MD, Assistant Professor of Medicine  
Jonathan Taliercio, DO, Assistant Professor of Medicine  
Serge Harb, MD, Assistant Professor of Medicine  
Wendy Green, PhD (Cleveland State University)  
Cecile Foshee, PhD, Assistant Professor of Medicine

**My Worst Friend (MWF) Dialysis: A fun twist to multiple choice questions (MCQ).** The MFW-Dialysis is a board game designed to be a complementary educational tool and serves as an alternative to MCQ-based board sessions.

Kelly Paschke, DO, PGY 3, Internal Medicine  
Stacey Jolly, MD, Associate Professor of Medicine  
Andrei Brateanu, MD, Assistant Professor of Medicine

**Head Start: Effective orientation for resident continuity clinic.** This interactive workshop highlighted the value of a high quality orientation and onboarding to the ambulatory continuity clinic as a platform to promote patient safety and enhance clinic experience.

Jennifer Ramsey, MD, MS, Assistant Professor of Medicine  
Abby Spencer, MD, MS, Assistant Professor of Medicine  
Andrea Sikon, MD, Associate Professor of Medicine  
Jane D'Isa-Smith, DO, Clinical Assistant Professor of Medicine  
Courtney Covert

**Facilitation Techniques to Bring Out the Best!** This faculty development workshop is designed to improve faculty's comfort with, value of, and willingness in engaging residents using facilitation techniques to lead reflective, asset-based discussions with the intention of fostering connectedness and resilience-building strategies.

Jennifer Ramsey, MD, MS, Assistant Professor of Medicine  
Abby Spencer, MD, MS, Assistant Professor of Medicine  
Megan McGervey, MD, PGY 4, Internal Medicine  
Kelly Paschke, DO, PGY 3, Internal Medicine  
Susan Combs Scott, MD, Clinical Assistant Professor of Medicine  
Susan Vehar, MD, PGY 3, Internal Medicine  
Catherine Vozzo, DO, PGY 3, Internal Medicine

**Intern Crash Course in Resilience Building–** An innovative exercise in connectedness and vulnerability during intern orientation. Exploring, normalizing and planning for the inherent vulnerability of the internship experience with incoming interns affects the social connections among new interns, interns' views of the program, and interns' comfort with asking for help.

Kaitlin Ritter, MD, PGY 4, General Surgery  
Valerie Vilchez, MD, PGY 3, General Surgery  
Alicia Adams, MD, Colorectal Surgery Research  
Talia Burneikis, MD, PGY 3, General Surgery  
Kevin Brown, MD, PGY 2, General Surgery  
Ahmed Nassar, MD, PGY 5, General Surgery  
Charlotte Horne, MD, PGY 5, General Surgery  
Judith French, PhD, Assistant Professor of Surgery  
Jeremy Lipman, MD, Associate Professor of Surgery

**Application of Gamification Theory to Graduate Medical Education of General Surgery Trainees.** Resident teams compete in a program-wide academic bowl to earn points through weekly question blocks and monthly quiz-show style team events.

Mark N. Rood, MD, Clinical Assistant Professor of Family Medicine  
Matt Faiman, MD Clinical Assistant Professor of Medicine  
Kari Gali, DNP, CNP

**Design and Implementation of a Primary Care Telemedicine Elective for Fourth Year Medical Students in Northeast Ohio.** The Cleveland Clinic Digital Health Team, working with three medical schools in Northeast Ohio, created and implemented one of the first primary care telemedicine electives for fourth-year medical students in the nation.

Andrea Sikin, MD, Associate Professor of Medicine  
Elaine E. Schulte, MD, MPH (The Children's Hospital at Montefiore)  
Susan J. Rehm, MD, Professor of Medicine

**Cleveland Clinic Center of Excellence in Coaching & Mentoring (CECM) Advanced Peer-Coaching.** The program's purpose is to facilitate a peer coaching network with advanced coaching skills for fellow physicians and PhDs to enhance professional development, increase engagement, and support resilience for all participants.

Madiha Syed, MD, Clinical Assistant Professor of Anesthesiology  
Robert Chatburn, MHHS, RRT-NPS, Adjunct Professor of Medicine

**Basic and Advanced Mechanical Ventilation Seminar for Anesthesiology Critical Care Fellows.** These seminars provide an organized framework to understand the principles of mechanical ventilation and their application to clinical practice in critical care medicine.

**Congratulations to all the winners again!**







## Save the Date!

### Lerner College of Medicine Graduation

If you've worked with any of our Lerner College of Medicine students, please plan to join us on **Saturday, May 18, at 6 p.m. at the InterContinental Hotel** to celebrate the achievements of our 11th graduating class, the class of 2019.

Enjoy heavy hors d'oeuvres at the reception following the ceremony.

If you've not attended the graduation celebration before, please make plans to attend this uplifting event and show your support for our graduates.

## Continue your Distinguished Educator development

Have you completed the Distinguished Educator Level I program and are wondering about next steps in developing yourself as a teacher, curriculum developer or educational scholar?

The Office of Educator & Scholar Development now offers three DE Level II programs. All are four- to six-month mentored experiences:

- **Distinguished Educator Level II: Scholarly Activity**
- **Distinguished Educator Level II: Written Feedback**
- **Distinguished Educator Level II: Curriculum Development**

Cleveland Clinic caregivers can [get more information about these programs](#), or email us at [educatordevelopment@ccf.org](mailto:educatordevelopment@ccf.org).



**A faculty  
appointment  
(and  
promotion)  
can help  
boost your  
career**



If you don't yet have a faculty appointment through Case Western Reserve University and you're interested in teaching at our Lerner College of Medicine, we strongly encourage you to [take the first step](#).

If you already have a faculty appointment, perhaps it's time to [apply for a promotion](#). Your faculty appointment should reflect your accomplishments. For example, if you have been at the Associate Professor level for several years, it may be time to apply for a full Professor appointment.

A faculty appointment – or promotion, if it's the right time – can greatly benefit your career. [Find out from several of your colleagues how a faculty appointment has helped boost their academic and professional standing.](#)

Want to learn more? Attend one of the quarterly faculty promotion workshops over the next year:

- **Thursday, March 21, 5:30 – 7 p.m., Lerner NA5-08**
- **Thursday, May 16, 5:30 – 7 p.m., Lerner NA5-08**
- **Thursday, Sept. 12, 5:30 – 7 p.m., Lerner NA5-08**
- **Thursday, Dec. 5, 5:30 – 7 p.m., Lerner NA5-08**

# Apply for a Medical Education or Simulation Fellowship

Apply now for a one-year fellowship in medical education or simulation-based medical education. The Education Institute will support a negotiated 20 percent effort of the selected fellow during the fellowship year (Sept. 3, 2019 – Aug. 31, 2020).

**The deadline for applications is Friday, April 5, 2019.**

## Medical Education Fellowship

The Medical Education Fellowship is a one-year, project-based, longitudinal experience focused on developing excellence in the areas of teaching, assessment, curriculum development or educational research.

This fellowship is open to professional staff interested in enhancing their expertise in education. Participants will have the opportunity to examine the theory that supports best practice as well as participate in practical exercises designed to improve their skills. Each fellow will identify a

mentor who will provide guidance throughout the process and assist the fellow with his/her educational project.

Cleveland Clinic caregivers can [view the full fellowship description](#), which includes guidelines for submitting the required proposal.

For additional information, contact the Office of Educator & Scholar Development at [prelosa@ccf.org](mailto:prelosa@ccf.org) or Collen Colbert, PhD, at [colberc2@ccf.org](mailto:colberc2@ccf.org).

## Medical Simulation Fellowship

The Medical Simulation Fellowship is a one-year, project-based, longitudinal experience focused on developing excellence in the areas of teaching, assessment, curriculum development or simulation research.

The fellowship is open to professional staff as well as healthcare providers in nursing and allied health. Professional staff candidates are expected to have successfully completed scholarly work in their own fields. Nursing and allied health candidates need a minimum of two years of clinical instruction and a bachelor's degree.

This fellowship is designed to enhance the participant's expertise in education and research related to simulation. Participants will have the opportunity to examine the theory that supports best practice as well as designing and conducting a simulation training event. The fellow will also design and conduct a research study and create a

manuscript suitable for publication. The Simulation Fellowship Director will provide mentorship in research design and technical writing throughout the process and assist the fellow with his/her research project.

Simulation training and research projects must address educational needs of trainees or practicing clinicians, where simulation is used as an educational strategy. Projects may focus on one or more of the following educational areas: faculty development, curriculum development, simulation research, learner assessment, device/procedure evaluation, and computer-based education/informatics.

Applicants are strongly encouraged to meet with the Fellowship Director or other members on the Simulation and Advanced Skills Center staff to discuss their application and get help in identifying a mentor prior to the application deadline.

Cleveland Clinic caregivers can [view the full fellowship description](#), which includes information on how to apply. For more information, email [SimulationCtr@ccf.org](mailto:SimulationCtr@ccf.org).



## STUDENT SPOTLIGHT:

# Jason Ya

Before applying to medical school, Jason Ya ('19) hit the road. He signed up for a 4,000-plus mile bike ride, beginning in Baltimore, Md., and ending in Portland, Ore., through the Ulman Foundation 4k for Cancer. The only training he had under his belt was a 10-mile bike ride with a friend the week prior. On the first day of the Ulman Foundation ride, the riders logged 60 miles.

"Day two was the Appalachian Mountains," says Jason. "Just goes to show that anything is possible with the right motivation if you dedicate yourself to it."

The ride proved instrumental in leading Jason to his career choice of becoming a physician. The foundation organizes annual events for runners and riders to raise funds and increase awareness of cancer. Through his participation, Jason had the chance to listen to cancer patients' stories and spread awareness about cancer to multiple cities throughout the US. "Being able to work with these patients really made me want to go to medical school," he says.

Jason's practice of choice is dermatology because of the broadness of the specialty. "I like that dermatology is more than just basic skin care. For example, being a dermatologist allows you to perform surgeries and learn about pathology," he says.

With a passion for dermatology and a strong interest in cancer care, Jason spent a research year at Stanford University School of Medicine as a Howard Hughes Medical Institute (HHMI) Medical Research Fellow. See "[Four CCLCM Students Included in HHMI Fellows Program.](#)" *InSight*, July 2016.

During his time at Stanford and under the mentorship of Stanford's Paul Khavari, MD, PhD, Jason performed experiments to better understand how the p63 gene behaves in relation to cancer. He and his team created a fusion protein using a technique called BioID, which tags all the proteins around it to identify which other important proteins might be interacting with p63. "The goal for my research is to better understand the role of p63 in cancer and identify novel targets for therapy," he says.

At the same time, Jason developed an admiration for airplanes because of the high volume of overhead traffic in the area. "I thought it would be cool to learn how to fly a plane, so I drove to the local airport and asked for an intro flight. The experience was amazing," he says. After 60 hours of training in California and Ohio, he earned his pilot's license and hopes to eventually earn a flight instructor certificate so that he can teach others how to fly.

"Just goes to show that anything is possible with the right motivation if you dedicate yourself to it."

— Jason Ya

Jason also has a passion for learning about different cultures. A trip to Japan, Korea and Taiwan sparked a particular interest in Japanese culture and prompted him to learn to speak Japanese. He will be rotating in May to Keio University in Tokyo and says, "I'm looking forward to combining my knowledge of both medicine and Japanese and applying it towards my work."

While Jason works hard, he also enjoys playing hard, hence his enthusiasm for riding a bike across the country. Reflecting on the best part of that multi-thousand mile bike trip, he recalls riding up the Pacific Coast Trail in Oregon, after almost 70 days of riding, and coming out at Cannon Beach to dip his bike's front tire in the Pacific Ocean.

STUDENT



Jason Ya

STUDENTS AND FACULTY: Be sure to email [Laura Greenwald](#) with news about your achievements so that we can share your terrific news with our entire education community!





## Save the Date: New Faculty Orientation and Role Fair

Mark your calendar for the next New Faculty Orientation and Role Fair:  
**April 23, from 7:30 – 11 a.m.**

You'll learn about the teaching and advising opportunities available at CCLCM and find out about the approach to teaching we use in our unique system. Please remember to request meeting time and block your clinical schedule well in advance so that you can attend this event.

Registration details will be forthcoming. For questions, please contact the Office of Educator & Scholar Development at [prelosa@ccf.org](mailto:prelosa@ccf.org) or [colberc2@ccf.org](mailto:colberc2@ccf.org).

## Stay Connected with CCLCM Via LinkedIn

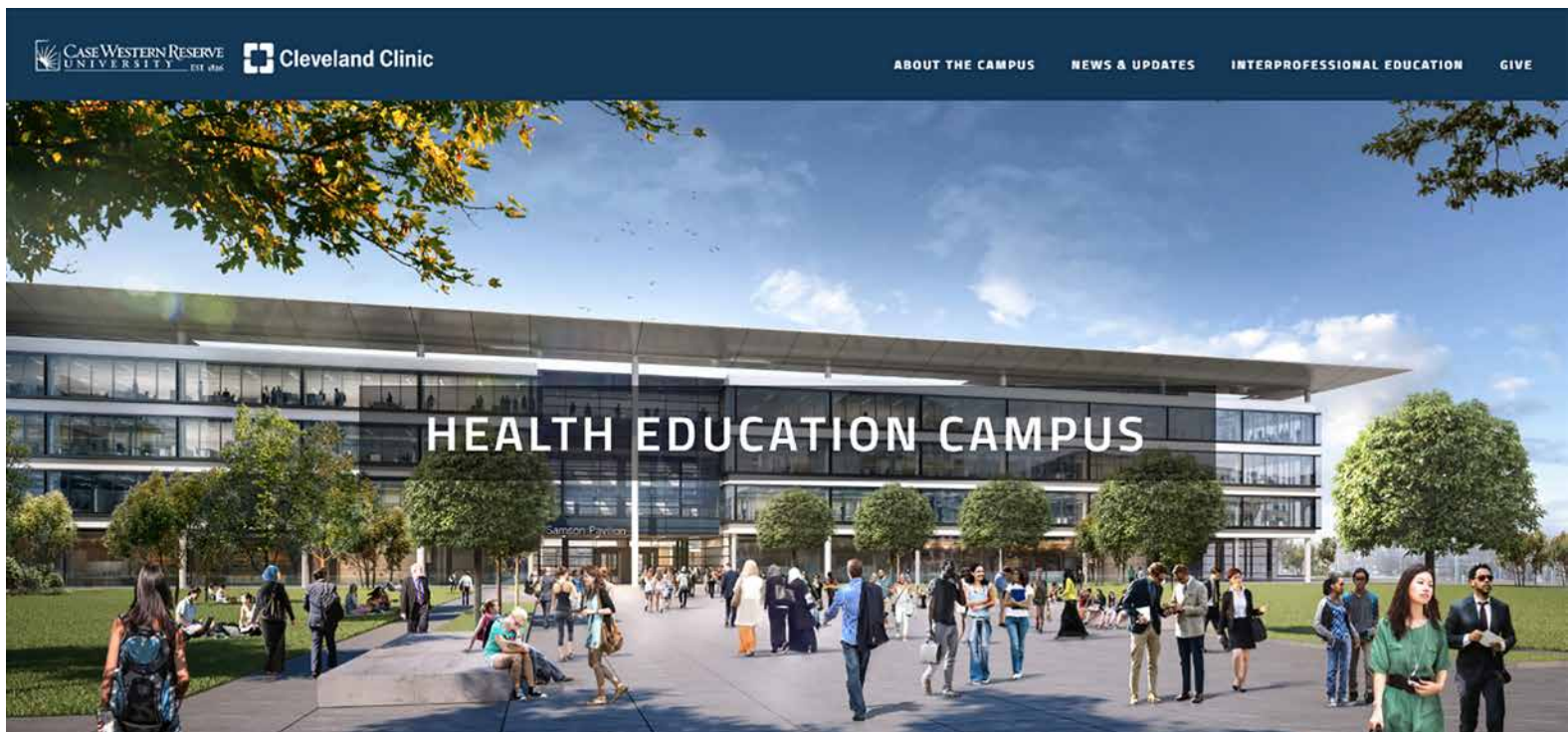
Keep up to date with news and faculty and student accomplishments via the Lerner College of Medicine's new LinkedIn page. LinkedIn makes it easy to maintain your connections to classmates and create new connections with alumni.

We're eager to engage. [Connect with CCLCM today.](#)



## Get news and updates about the Health Education Campus

[Check out the Health Education Campus website](#) for news and updates, including transportation, parking and move-in dates and details. Get an update on the new dental clinic, and learn more about how interprofessional education will play a central role at the new campus.



# MARK YOUR CALENDAR



**March 11-22, 2019**

**CCLCM Capstone**

Cleveland Clinic

**March 15, 2019**

**Match Day**

Dean's Comments: 11:30 a.m.

Opening of the Envelopes: Noon | Reception following  
*CWRU, Tinkham Veale University Center*

**March 19, 2019**

**7:30 a.m. – 5 p.m.**

**CWRU Annual Education Retreat**

*CWRU, Tinkham Veale University Center*

**March 22, 2019**

**Ninth Annual CCLCM-wide Student Research Day**

Cleveland Clinic

**March 23-26, 2019**

**Spring OSCEs for Year Two**

Cleveland Clinic

**April 6-7, 2019**

**Spring OSCEs for Year One**

Cleveland Clinic

**April 11-12, 2019**

**Applicant Second Look**

Cleveland Clinic

**April 18, 2019**

**3 p.m.**

**Body Donation Memorial Service**

*InterContinental Hotel, Cleveland*

**April 23, 2019**

**7:30 – 11 a.m.**

**New Faculty Orientation and Role Fair**

Cleveland Clinic

## Advancing Our Mission

The Education Institute welcomes donations to advance its mission of educating those who serve. Individuals, families, foundations and corporations that believe in the value of education are making a difference in the future of patient care with their generosity. To learn how you can help, please contact Theresa Holthaus at 216.444.1839 or at [holthat@ccf.org](mailto:holthat@ccf.org).

## Alumni: Share Your News

We'd like to hear about what you've been doing since graduation. If you have news to share (maybe you're involved in an interesting research project or you recently returned from a global health mission), please email Laura Greenwald at [greenwl@ccf.org](mailto:greenwl@ccf.org).

# InSight

Laura R. Greenwald, MBA,  
Managing Editor

Writer: Dominique Pishotti

Mary Reagan, Art Director